Public Page

DE Coordinator??s September 1, 2012 Telephone Meeting

Agenda

Next meeting date

Next meeting date

Month	Date	Topics
October	10-19-12	DE Audit Issues

Role of DE Coordinator

Role of DE Coordinator

- Single Point of Contact
- Reports to the CIO
- Communicates information to interested parties on campus
- Completes annual Survey
- Responds to inquiries from Chancellor's Office

OER Legislation Update

Gates Foundation MOOC Request for Proposal

Gates Foundation MOOC Request for Proposal

- Pat James, Mt San Jacinto College

Mass Open Online Courses

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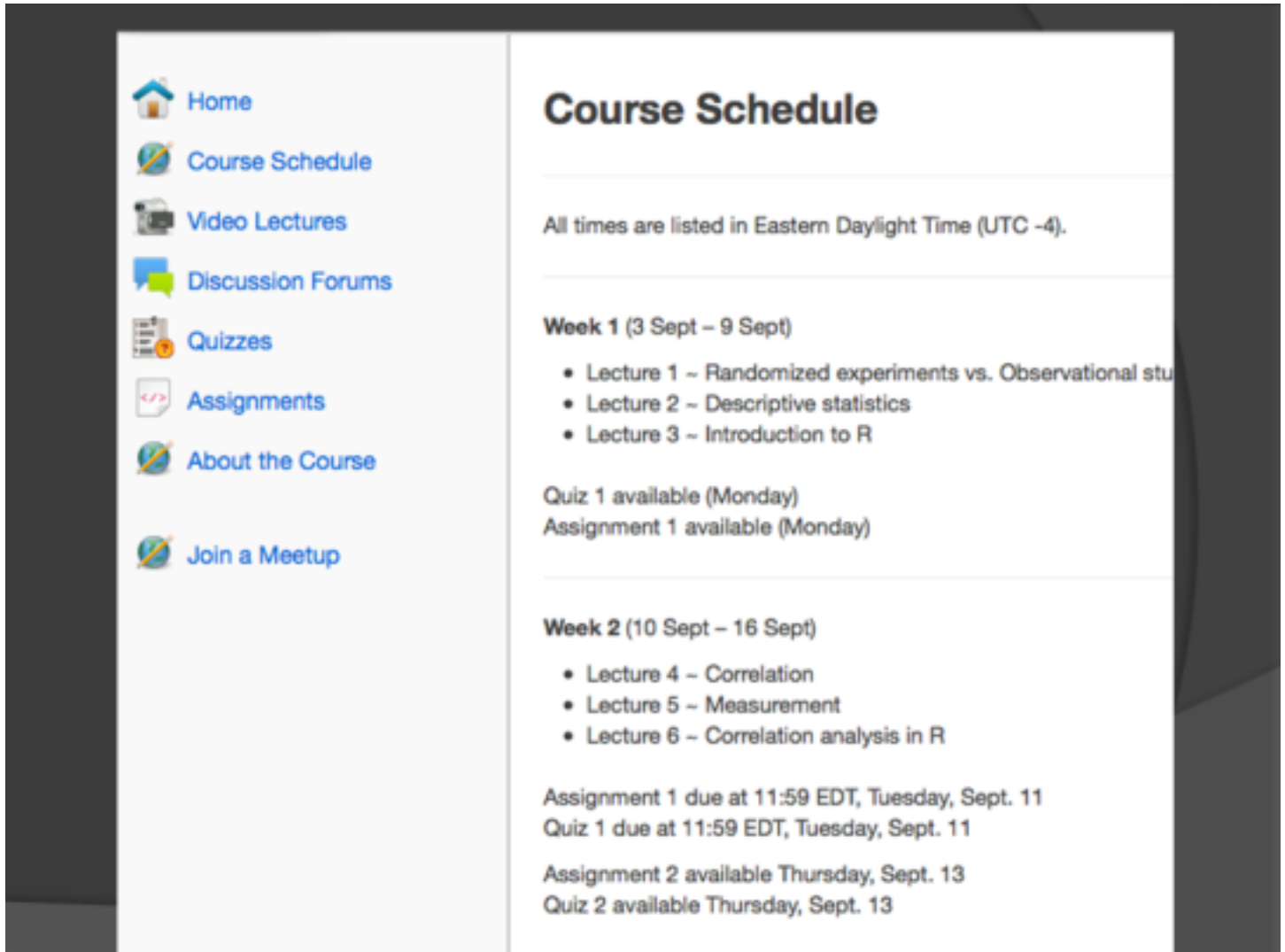

About the Course

In this fast-paced course we will read and encounter and discuss a great range of modern and contemporary U.S. poets working in the "experimental mode," starting with the 19th-century proto-modernists Emily Dickinson and Walt Whitman and ending with 21st-century conceptual poetics. Aside from providing a perhaps handy or helpful survey and chronology of 20th- and 21st-century poetry, this course offers a way of understanding general cultural transitions from modernism to postmodernism. Some people may wish to enroll as much to gain an understanding of the modernism/postmodernism problem through a study of poetry as to gain access to the work of these many poets. Participants do not need to have any prior knowledge of poetry or poetics. The instructor, Al Filreis, rarely lectures, and frequently calls for "the end of the lecture as we know it"; instead, most of the video-recorded lessons will consist of collaborative close readings led by Filreis, seminar-style -- offering models or samples of readers' interpretations of these knotty but powerful poems, aided by the poetry-minded denizens of the Kelly Writers House on the campus of the University of Pennsylvania.

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Course Schedule

All times are listed in Eastern Daylight Time (UTC -4).

Week 1 (3 Sept – 9 Sept)

- Lecture 1 ~ Randomized experiments vs. Observational stu...
- Lecture 2 ~ Descriptive statistics
- Lecture 3 ~ Introduction to R

Quiz 1 available (Monday)
Assignment 1 available (Monday)

Week 2 (10 Sept – 16 Sept)

- Lecture 4 ~ Correlation
- Lecture 5 ~ Measurement
- Lecture 6 ~ Correlation analysis in R

Assignment 1 due at 11:59 EDT, Tuesday, Sept. 11
Quiz 1 due at 11:59 EDT, Tuesday, Sept. 11

Assignment 2 available Thursday, Sept. 13
Quiz 2 available Thursday, Sept. 13

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- Join a Meetup

Video Lecture

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UNIVERSITY *of* PENNSYLVANIA

Al Filreis
Professor of English

Modern and Contemporary American Poetry

- ModPo home
- main syllabus/schedule
- discussion forums
- video discussions
- quizzes
- writing assignments
- fall '12 weekly calendar
- further reading & glossary
- live webcast sessions
- archive of audio updates
- FAQ

- Join a Meetup
- Course Wiki

main syllabus

MODERN & CONTEMPORARY AMERICAN POETRY - syllabus/reading schedule

CHAPTER 1: WHITMAN & DICKINSON, TWO PROTO-MODERNISTS (weeks 1 & 2)

chapter 1 (week 1): two proto-modernists

Monday, September 10 through Sunday, September 16. In the first week of our course, we'll encounter two 19th-century American poets whose very different approaches to verse similarly challenged the official verse culture of the time. As a matter of form (but also of content!) Walt Whitman and Emily Dickinson were radicals. What sort of radicalism is this? In a way, this course is all about exploring expressions of that radicalism from Whitman and Dickinson to the present day. Such challenges to official verse culture (and, often, American culture at large) present us with a lineage of ideas about art and expression, a tradition that can be outlined, mostly followed, somewhat traced. In this course we follow, to the best of our ability--and given the limits of time--that tradition, and try to make overall sense of it. You will find that we do this one poem at a time. Here in week 1 we will explore Dickinson first, Whitman second, and then begin to sketch out the major differences between them, which, some say, amount to two opposite ends of the spectrum of poetic experimentalism and dissent in the nineteenth century. Which is to say: on the spectrum of traditional-to-experimental poetry, they are on the same end (experimental); on the spectrum of experimentalism, their approaches can put them on opposite ends. In short, they offer us alternative poetic radicalisms, and their influences down the line (which we will explore in week 2) are both powerful but largely distinct. One question you'll be prepared to ask by the end of the course: is the Dickinsonian tradition more ascendant and apt in today's experimental poetry, or the Whitmanian?

1. ◀ listen to audio introduction to chapter 1, week 1: ⊙ link to audio (12 mins) [summary text]
2. read Emily Dickinson's "I dwell in Possibility": link to text
3. ▦ watch video on Dickinson's "I dwell in Possibility": link to video
4. read Dickinson, "Tell all the Truth but tell it slant": link to text
5. ▦ watch video on Dickinson's "Tell all the Truth": link to video
6. read Dickinson's "The Brain within its Groove": link to text
7. ▦ watch video on Dickinson's "The Brain within its Groove": links to video part 1 & part 2
8. read sections 1, 2, 3, 5, 6, 8, 10, 14, 47 & 52 of Walt Whitman's "Song of Myself": link to text
9. ▦ watch video on Whitman's "Song of Myself": links to video part 1 & part 2
10. ▦ watch video discussion of the Whitmanian and Dickinsonian modes: link to video

Distance Education 2011-12 Annual Survey

Distance Education 2011-12 Annual Survey

- Course Development
- Faculty and Student Interaction
- Student Authentication
- Student Retention
- State Authorization
- Student Services
- Intra-College Collaboration
- DE Programs and Awards

Online Instructional Materials Regulations

Online Instructional Materials Regulations

- Approved and in effect now
- Guidelines are being developed
- Released in October

California Community Colleges State Authorization Update

California Community Colleges State Authorization Update

- Dr. Andrea Henne, San Diego Community College District
- Nate Harrison, Coastline Community College
- Maribeth Daniel, Coastline Community College

San Diego Experience

San Diego Experience

- **State Authorization Quick Steps**

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- Contact Institutional Research for Online Student Headcount by State for Current Semester or Past Academic Year (unduplicated by college and online-only attending from out of state)
- Prepare spreadsheet with one row for each of the 50 States, columns for Status (Pending or Approved) and Notes.
- Begin by contacting states with the greatest number of online-only out-of-state students.
- Refer to the **DIRECTORY OF STATE AUTHORIZATION AGENCIES AND LEAD CONTACTS (PDF)** - http://www.sheeo.org/stateauth/directory.pdf
- Create a State Authorization Directory and folders for each state on your computer and in your email box.

San Diego Experience

San Diego Experience

- Customize the template letter.
- Copy/paste the letter into email and send to the contact in #4.
- Save the customized letter to your computer in the state folder and move the Sent email to the state folder in your email.
- Mark date sent in the Notes of your State Authorization spreadsheet.
- Mark dates of approvals or requests for follow-up received from each state on spreadsheet.
- Complete additional paperwork or applications as requested, retaining copies.
- Report status of State Authorization to Senior Administrators

COASTLINE COMMUNITY COLLEGE COASTLINE MILITARY AND CONTRACT EDUCATION

COASTLINE COMMUNITY COLLEGE
COASTLINE MILITARY AND CONTRACT EDUCATION

❖Coastline is one of three colleges in the Coast Community College District. We have a 35-year history in distance education.

❖The Military Program has served students since 1983. In addition to servicemember-students stationed around the globe, we serve military and dependent students in all 50 states and the District of Columbia.

❖The Military Program awards approximately 1400 Associates Degrees each year.

❖We have taken a proactive stance with the State Authorization Project and are pleased to share our strategy with other California institutions.

Coastline??s Military Program includes active duty, dependents, and veterans. The majority of our student population resides outside of California.

COASTLINE'S MILITARY PROGRAM INCLUDES ACTIVE DUTY, DEPENDENTS, AND VETERANS. THE MAJORITY OF OUR STUDENT POPULATION RESIDES OUTSIDE OF CALIFORNIA.

This map shows the location of our site representatives and testing centers.

AUTHORIZATION PROCESS Sent ??desire to comply?? letters to all state agencies listed on SHEEO website http://www.sheeo.org/

HELPFUL/AFFORDABLE STATES INITIAL FEEDBACK & OUTCOMES

HELPFUL/AFFORDABLE STATES
INITIAL FEEDBACK & OUTCOMES

- Received approvals from many states without any additional paperwork (AZ, CO, ID, LA, MI, MO, NE, NH, NJ, NY, NC, OH, OK, RI, TN, etc.)
- A dozen states requested an additional form or letter (CT, IL, IN, IO, KS, KY, NV, ND, PA, WA, etc.)
- In some cases, a reasonable fee was requested (AK $100, MS $100, OR $250, UT $1500, VA $300/rep, WY $100)

FYI: The BPPE in California charges $750 nonrefundable fee for out-of-state institutions

STATES WITH PROHIBITIVE FEES & REGULATIONS

STATES WITH PROHIBITIVE FEES & REGULATIONS

- ALABAMA: Complex process involving site visits, evaluation of faculty, and program review.
- ARKANSAS: Massive paperwork and year-long approval of individual degree programs
- CONNECTICUT: May required audited fiscal statements and degree program evaluations
- MASSACHUSETTS: Exorbitant fees and a "constellation" evaluation.
- MINNESOTA: Expensive and cumbersome; requires bylaws, fiscal balance sheets, etc.

POSSIBLE TRIGGERS & ROADBLOCKS

POSSIBLE TRIGGERS & ROADBLOCKS

Triggers for Physical Presence

- Advertising in local media
- Marketing staff in state
- Faculty in state
- Internships or practica necessary for course completion
- In some states, the presence of one student triggers need for compliance.

Beware of These Roadblocks

- Rumor mills. Do not let orders vacated at federal level stop the process.
- State regulations remain in effect.
- State regulations are moving targets. Fees are rising with complexity of compliance process.

WHAT IS THE WORST CASE SCENARIO?

WHAT ARE WE DOING NOW?

WHAT ARE WE DOING NOW?

- Staying in touch with other states and completing paperwork for states with reasonable demands.
- Tracking student residency so we can make tough decisions if necessary.
- Carefully watching developments as we seek to comply
- Hoping for the best with SARA (State Authorization Reciprocity Agreement)

Student Complaint Procedures

Student Complaint Procedures

- Colleges must develop and display in prominent locations in multiple instances

Student Authentication

Student Authentication

- There is a need to continue to improve student authentication methods beyond the accepted log-in procedure that many currently use

Professional Development Committee Summit Update

Professional Development Committee Summit Update

- **Student Success Task Force Recommendation #6**
- **31 members representing 23 entities**
- **Focused on 3 deliverables**
  - Vision statement
  - Flex calendar changes
  - Website to host resources
- **2 more virtual meetings in October and November**

Fund for Instructional Improvement BCP Update

Fund for Instructional Improvement BCP Update

- Submitted to Department of Finance for 2013-14 fiscal year
- $5 million/year for 5 years for total of $25 million
- Focus is on DE student retention
- Statewide, regional and local grants to colleges